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# *The Southeastern Librarian*

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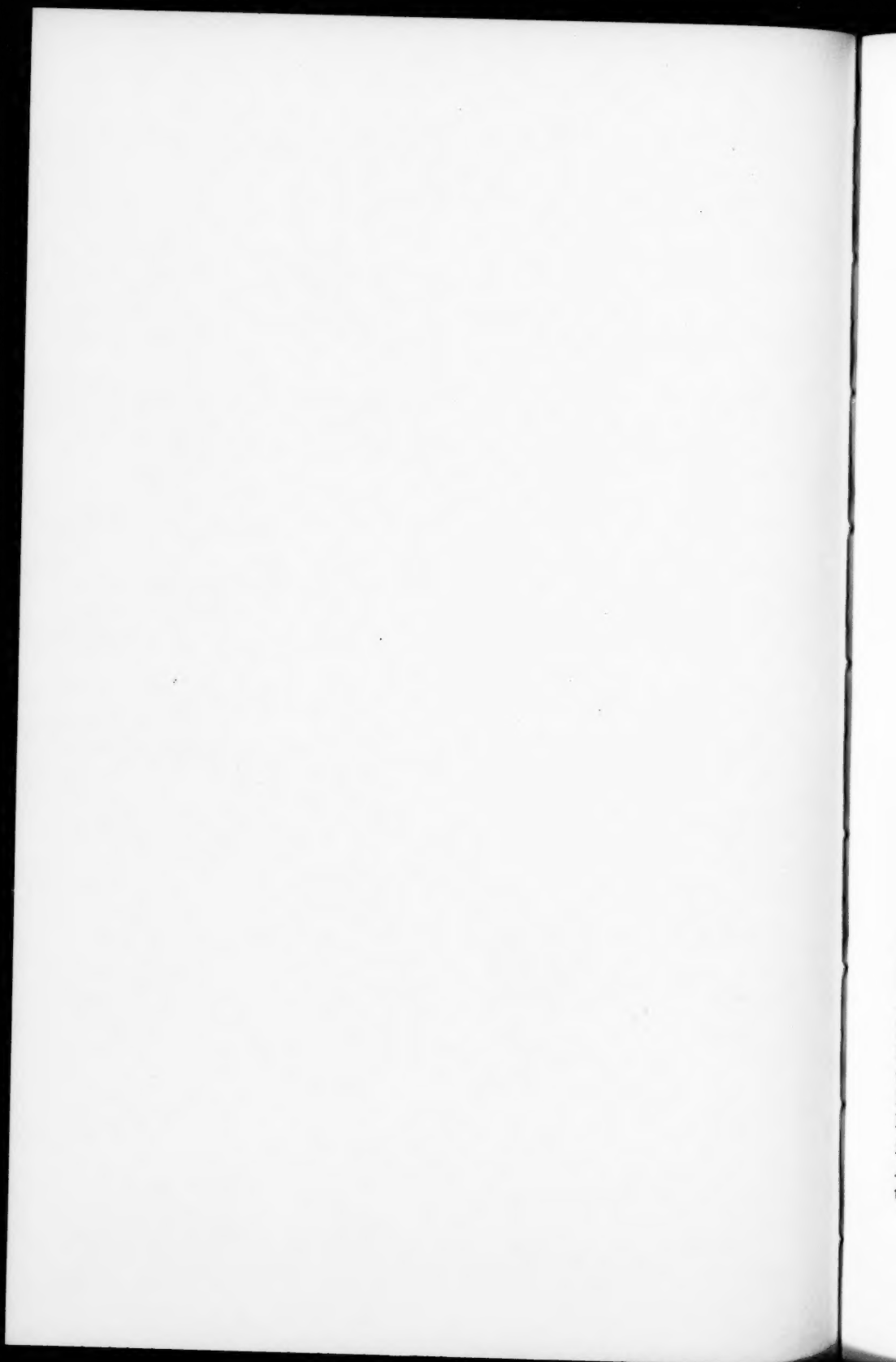


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SUMMER, 1958



*The Quarterly Journal of the*  
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# *The Southeastern Librarian*

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Volume VIII

Summer, 1958

Number 2

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## *Notes on Some Japanese Universities, Librarians, and Libraries*

By GUY R. LYLE\*

One afternoon, while in Japan, I attended a reception at which I was the guest of honor. When you get far enough away from home, legend grows kindly. Honors fall upon your greying temples like moss on a live oak tree, like fog around the brain. My purpose in mentioning the reception is that while I was living in a part of Tokyo where an American was a bit of curiosity—at least on the streets where I walked to and from school—I was agreeably surprised to find other American librarians present at the reception. There was a Miss Welshinger from the Camp Zama library, a Miss Flood from Hardy Barracks, a young American history professor who was a librarian of a Japanese University library, Martha Guse of the USIS libraries, and several others. If, in Tokyo, you want the company of American librarians, they are not hard to find. And they are doing a good job not only for what they are set up to do, but also in fostering friendly relations with the Japanese. Here is what Keio's Japanese library school students thought and said about American librarians after a visit to several of the camp libraries and American cultural centers:

Sachiko Okumura: "The common thing to the four libraries we visited is that the reading room has ample light and familiar atmosphere, and is neat. Many flowers and plants are placed in rooms and the atmosphere is warmer and milder than that of Japanese libraries, though I felt rather uneasy in the too bright room

as I was accustomed to the grave atmosphere of Japanese library. Librarians of Japanese public libraries having few users may get many suggestions if they visit these bright libraries. The design of the room is unified by one tone, which I admire though I don't know whether it is due to a good sense or a financial power."

*Tsuyoshi Matsuo*: "Though we visited as merely visitors, and it was the first time for us, we felt relaxed without any formal rigid feeling, for instance. One reason is due to Miss Flood's charming attitude to entertain us. But generally this was due to personality of all librarians who worked there . . . I think this atmosphere is certainly one of the big factors to develop libraries. For this purpose, I thought it was very important for a librarian to realize his mission. I thought deeply about this matter." Matsuo also had reservations: "One thing I thought strange was that Flazer's [sic] Golden Bough was stately placed among reference materials. According to Mr. Fujikawa's explanation, in America it is a quite natural way because in fields of folklore and others, this Golden Bough is often cited. I can understand that point all right. But I myself do not very much trust the articles in Golden Bough, and do not so much highly appreciate them, either. So that is why I felt

\*Mr. Lyle spent May-July, 1957, at Keio University as a member of the Library School faculty. This article is based on a talk which he gave to the University Center of Georgia librarians on November 26, 1957.

strange to find it among reference materials. It is quite all right when this is used merely as a tool. But if this is used as a Golden Rule, I feel deeply doubtful."

*Kumiko Toma:* "The fundamental question is, I think, it depends on whether librarian has certain 'philosophy' as a librarian or not. Somebody will say that they have money to facilitate so nicely, but Japanese don't, so. . . . But this is not fundamental problem of everything. For instance, a way of putting here and there in card case 5 mm. tabs with indexing words so as to make easy to look up in card catalog. This is also easy job for Japanese librarians to do, if only he thinks of user's convenience seriously, and stop discussing about trifle matter, don't you think?"

Well, I know some American librarians who spend a great deal of time discussing "trifle matter" also, but like the Japanese students say, the army librarians and libraries in Tokyo and its surroundings are doing a good job; the librarians in the American cultural centers are doing the best they can. The American cultural center libraries are handicapped by lack of funds and it seems fair to say that in the higher echelons there appears to be a lack of appreciation of the value of libraries and of what it takes to operate them effectively.

I have heard it said that Japan is one of the most literate nations in the world. It publishes more books than the United States or Great Britain and its educational institutions are as numerous as its shrines. There are more than 500 universities in Japan and 350 of these have come into being since the war. The existence of such educational opportunity is indeed a fine thing. Such rapid-fire growth also presents problems. Universities

are increasing at the rate of about ten a year, so rapidly in fact, that I read in the paper where educational authorities had advised the Ministry of Education, which exercises some control over all universities, that many of the new schools were profit-making ventures and advised their liquidation and tighter controls in matters of establishment.

Here are some of the things about Japanese universities that I jotted down in my notebook. Their implication for libraries should be apparent without special comment.

1) The enrollments are colossal in spite of the stiff entrance examinations. Keio and Waseda, private institutions, have enrollments of 10,000 and 26,000 respectively. Tokyo University, which is the highest educational institution in the country by virtue of its historic position as the old Tokyo Imperial University, has approximately 11,000 students.

2) Space in the largest city in the world is naturally at a premium and most universities have facilities on widely separated campuses. Thus Keio has its main campus at Mita; its general education program at Hiyoshi, Yokohama; the School of Medicine at Yotsuya in Tokyo and at Mitaka, a suburb of Tokyo; the Engineering school at Koganei, a suburb of Tokyo. In addition, the private institutions usually have elementary and high schools affiliated with the University. Keio has three such high schools, two junior high schools, and an elementary school. These are administered by the University.

3) The president of the university is normally appointed for a four-year term by a council composed of alumni and faculty representatives. There is no such centralization of authority in his office comparable to that in an American university. Deans and directors have a large measure

of independent authority in running the operations of their particular faculty but they too hold office for short periods, meet infrequently, and seldom support any but the most conservative policies. Such short-term appointments are conducive to internal rivalry and make difficult the kind of long-range planning and consistent policies necessary for library development. Professors likewise enjoy virtual autonomy in matters of course offerings and requirements within the departments. They lack the discipline of their Anglo-Saxon counterpart; they may or may not attend classes, or come late to class and leave early. One university, much concerned about professorial absenteeism from class, held an all-day meeting on the subject. At the end of the day, they passed a resolution stating that henceforth any professor absenting himself from class for more than a week should notify his Dean.

4) A first rate university in this country, if it has the money, sometimes sponsors or subsidizes the publication of one or more journals devoted to the research of its faculty and other scholars. Few seem to have the money to sustain such programs. The Japanese universities are certainly not wealthy by our standards, but they somehow manage to publish a great many journals. Waseda, for example, publishes twenty-six monthlies, quarterlies, semi-annuals, and annuals excluding publications by and about the university and its course offerings. These journals include such titles as the *Journal of Political Science and Economics*, *Historical Review*, *Studies in World Literature*, and the *Quarterly Review of the Social Sciences*. The library exchange system of this University is one of its notable features. On the other hand, there are no university

presses comparable to the type we have in this country. There are universities which have what is called a university press but if I am informed correctly the press is nothing more than a printing office for handling the service facilities of university printing.

5) More often than not professors are graduates of the university in which they teach, and this same practice of inbreeding is noticeable in staffing the libraries. The professor enjoys a degree of respect, almost veneration, unknown to faculty members in this country. Beyond his relatives, no one seems to bother him. He maintains a very nice office in a building devoted to faculty offices, puts a small black sign on the door when he is inside and a red one when he is absent. In classes he lectures from notes at top speed, discourages discussion, and makes a point of being a little vague. The esteem in which he is held on the campus, however, appears to be in reverse proportion to the rewards of his profession. Frequently a professor teaches at two or three universities in order to make a living. Few earn more than \$100 a month from any one university.

6) Since the new education law of 1957, Japanese universities have adopted the American pattern of four years undergraduate work, two additional years for a master's degree, and three additional years for a Ph.D. There has been time for students to have completed all the requirements for the doctorate under the new program but I never heard of a Ph.D. degree being granted. They have also adopted coeducation, formerly confined to the elementary schools. While the proportion of women is small, 600 out of 10,000 at Keio; 1500 out of 26,000 at Waseda,

the enrollment of women is growing rapidly.

The heads of Japanese University libraries, with rare exception, are professors. Their deputy or deputies in the larger libraries are more than likely to be professors. The librarian is appointed by the president for a two to four year term, subject to renewal, and, like Sir John Fortescue who became librarian of Windsor Castle in order to finish his *History of the British Army*, they are given the library post in order to facilitate their research or as a reward for research already undertaken. As a rule, they do some teaching and they may have other duties also.

The head librarians I met were professors in political science, economics, history, bacteriology, education, and medicine. Even though I was a librarian and a foreigner, they treated me with extravagant friendliness and courtesy. Some speak English but on the first meeting they leave their English, like their shoes, at the outside door. They are humble in speaking about their libraries, perhaps too modest, and I wondered at times whether like Sir James Barrie they cultivated the art of "backing into the limelight." They invariably served green tea and delicious cakes, and if suction expressed approval, it was expressed.

Speaking generally, most libraries have on their staffs people who were recruited before the Japan Library School established its role in professional affairs. The position class of *shisho* calls for professional training but there are alternate requirements which may be substituted. Experience would appear to be a major factor in appointment and I would judge that seniority plays a much larger role in management and advancement than specialized library training. In general, the staff is

measured by the same qualification standards as a general clerk who handles business details. The librarians are growing in number and importance. The paucity of good positions condemns many of them to lesser jobs than they deserve, but they are making strenuous efforts through their associations to improve their status.

The library building itself more often than not is a cold, cavernous, fortress-like building with innumerable halls leading to bookless reading rooms lit by naked light bulbs and furnished with uncomfortable benches or chairs for readers. I would estimate that the reading rooms I visited seated approximately two to three hundred readers each and I never saw a vacant seat. With the exception of a small crowded reference room, a new phenomena in most Japanese university libraries, there are no books in the reading rooms. Books are carefully guarded in the stacks and are accessible only upon application at the loan desk. Graduate students writing theses may under special conditions have stack access. One university maintained a separate charging desk for students and faculty. Another admitted students only through a side door leading through the basement past the janitor's living quarters from which emanated odors which would make the Slavonic room of the New York Public seem like a lady's boudoir. Students are not permitted to charge out books. The explanation given was that there were too few books to go round and that the books would be stolen. It seems more likely that the circulation of books might interfere with the sacred rights of the professors, even though they have their own libraries, and that the prevailing lecture system makes little demand upon the library except for study quarters.



The work rooms were terribly crowded and poorly lighted, with piles of books and journals on tables, chairs, and floors. Current newspapers were commonly placed in the halls and mounted on easels to be read standing.

There are at least two main types of branch libraries. First, there are the libraries of medicine, law, engineering, and other schools which are widely scattered geographically because of the distances between the several campuses of the same university. In operation, these libraries are nominally under the control of the university librarian but in practice they operate quite independently. Keio's medical librarian, for example, is a professor of bacteriology in the School of Medicine, appointed by the President upon the recommendation of the Director of Libraries. He is library-minded and has as his first assistant a trained Keio librarian who has had opportunity for extensive travel and observation in this country. In general, it seemed to me that the medical libraries had made greater strides in organizing their materials, making them available for use, and in carrying out inter-library bibliographical projects than other library groups.

Secondly, there are the departmental libraries of the faculties of literature, economics, commerce, and others, located on the main campus. These libraries are developed by the faculties and are for their exclusive use. By special permission, graduate students may have access to the collections of the faculty library in their chosen field, but in large part these libraries are independent of one another and of the main library. Each has the appearance of being an exclusive private library. Their holdings are not listed in the main library; their books are purchased by

the faculty from the departmental budget. They have become large in size and strong in historical tradition and it is increasingly difficult to bring them into effective cooperation with one another and with the main library.

A word about book buying. Libraries buy from bookstores, not from brokers or publishers. The accepted practice is to pay the list price. Officially, there are no discounts. I heard rumors to the effect that some libraries may get a small discount by secret agreement with a bookstore but the practice is frowned upon by the book trade and by other libraries who do not receive discounts. The bookstore buys from a wholesale house which in turn makes its purchases from the publishers. Neither publisher nor wholesaler may sell directly to libraries or to individuals. The publisher gives the wholesaler a six per cent discount and the bookstore a nineteen per cent discount.

All that has been said to this point represents the general pattern of librarianship which characterizes the majority of university libraries in Tokyo today. There are forces at work which presage changes which may be long in coming but which are unquestionably desirable. Perhaps the most important of these forces is the emergence of the young generation of professionally trained librarians, graduates of the past four or five years from Keio's Japan Library School or of library schools abroad. These are the young men and women who received their library training for the most part from American instructors in library science or from the American-taught faculty of the Japan Library School; they have been directly or indirectly indoctrinated with ideas of librarianship more representative of Western countries than those of the present

leadership who are in authority in Japanese university libraries. A younger professional librarian class is arising, and a few of the most active young men are holding important positions where they will exert a growing influence on the policies and procedures of the libraries with which they are associated. The problems they face are urgent and exceedingly difficult. It is easy to be critical but one cannot escape the impression that the Japanese university libraries today are about at the same stage in their technical development as the libraries in this country were at the turn of the century. Systematic cataloging, classification, and subject indexing have barely emerged. Experience in organizing large collections of varied types of material and of making them available for loan is lacking. Individualistic methods of library operation, stemming from the indulgence afforded individualistic methods of scholarship, have hampered cooperative efforts necessary to the effective control and use of material. This situation is aggravated by an extreme form of library decentralization, encouraged by senior professors who are disinterested in providing adequate conditions in the main library for students. Overshadowing internal administrative problems, there is the total inadequacy of buildings, reading space, book stack space, lighting, furnishings, and staffing.

In an effort to find solutions to these problems, the younger generation of librarianships look more and more to the thoughts and practices of librarianship in other countries. Therein lies a danger. For one thing they have problems peculiar to their own institutions. And for another, if they seek to use the standards of American university librarianship as a measuring stick—I do not suggest

that they should although they obviously do—then it must never be forgotten that these standards were only achieved after long and painful experimentation and hard work during the twenties and thirties in this country. They were not achieved overnight and they were not accomplished by librarians devoting most of their energies to trying to raise their status to the level of a profession or to studying machine techniques for controlling and retrieving information. These 1950 techniques are admirable in their place but they follow rather than precede the establishment of open shelf reference collections, the determination of acquisition policies, the establishment of effective techniques, and the systematization of library use, to name but a few of the essentials of university library administration. There is some indication at least that the younger librarians may want to become creative librarians rather than humble workers in support of creative scholarship. There is some indication that they would rather ponder the sputniks of library science than learn how to change the tires and fill the gas tank. I don't blame them—I love them—and I realize their impatience when many are not holding the positions of responsibility which their training deserves, but on the other hand, and speaking only out of my own experience, I feel certain there is no escaping the long hard years that are necessary to systematize techniques, organize collections, and administer services.

In Tokyo, you are constantly meeting librarians who have studied or visited in the United States. In the very heart of the city, there is Dr. Satoshi Saito who heads the Nihon University and holds the Ph.D. degree in political science from the University of Michigan. Like most head



librarians, he has more than one job. He teaches political science and serves as liaison man in the University in handling all matters relating to foreign students, guests, and visiting scholars. Last year he served as president of the private University Library Association. His first assistant is a professional librarian, Sumio Goto, who received his training from the University of Michigan. In addition to his library duties, he teaches a class of some two hundred students who are qualifying for the minimum library requirements for school and public library positions. Both men face a terrific task in trying to meet the library needs of some 20,000 students in a main library that seats approximately two hundred readers and whose stacks, stripped of their metal shelving during the war, are equipped with wooden fixed shelves. Both men are young, vigorous, and progressive in their approach to librarianship. They have encouraged book circulation and free access in their medical library. They even claim the unique distinction of having carrels in their book stacks, not quite like Princeton's, but carrels nevertheless.

Outside of Tokyo, some seventeen miles west of Mitaka, is another university library which is unique in many ways. It has a professional librarian at its head and the librarian is a woman, Miss Tane Takahashi of International Christian University, who some of you may remember as the interpreter for Elizabeth Vining who went to Japan as tutor to the Emperor's son and wrote *Windows for the Crown Prince*. In Japan, library positions are held predominately by men. Some of their libraries reflect this. The instinct to bring good taste, good nature, good house-keeping into library work is one of several assets contributed by women

to the library field. Certainly it has had its effect on International Christian University which is everything we look for and expect to find in our best college libraries in America. Incidentally, the term college is not understood in Japan. Gaku is the word for university and there is no equivalent term in their language for our word college. Even a junior college in our sense is a "little studies university."

At the apex of the Japanese library system is the National Diet Library, child of the Occupation, modeled after the pattern of the Library of Congress, comprising the main library building, four special libraries, and twenty-nine governmental branch libraries, and having a total collection of some four and a half million volumes. It is headed by a distinguished jurist, Dr. Tokujiro Kanamori who is a lovable man, blessed with a quick sense of humor and the kind of head and face that would make a sculptor catch his breath. I had the pleasure of seeing him several times. The main library is housed in the Akasaka Detached Palace which resembles Buckingham Palace on the outside and Versailles on the inside. I remember well my first visit. We entered the huge gates surrounding the Palace and its spacious gardens, walked about a quarter of a mile to the main entrance, watched a beautiful girl in Japanese kimono posing for movie shots on the front steps, hiked about two miles inside down red bean-colored carpeted halls, admired the mural paintings, marble walls, glass chandeliers, and decorated door knobs, and finally emerged in front of the Crown Prince's former bedroom, the office of the Chief Librarian. A new main library building is now under construction. The task of the National Diet Library is a difficult one. It calls for constant

and sustained public interpretation as to its functions and services.

The Japan Library School at Keio is fortunate in its director, Dr. Takashi Hashimoto, professor of philosophy and a very influential man in Japanese higher education. I have taught in many library schools in this country and I think any of them would be proud to have on their faculties the young instructors of the Japanese Library School who were brought together by Robert Gitler, the director of the School from its establishment in 1951 through June 1956. The deep respect and admiration with which Mr. Gitler is held by librarians throughout Japan and particularly by Keio's faculty is attested to by the honorary doctorate which they conferred on him before his departure. Mr. Takahisa Sawamoto, Administrative Assistant to the Director of the Library School, is a remarkable man and came closer in my opinion to understanding our Western ways than any other person I met in Tokyo. It is foolish, however, to single out a few outstanding names because to do so leaves unnamed many more at the National Diet Library, the Ueno Library and its fine library school, the medical libraries of Tokyo and Keio, the Waseda University library, the Japan Library Association, the Kanagawa Prefectural Library, the International Department at Keio and others—all of whom are playing a leading role in the development of librarianship in Japan.

Tokyo swarms with students—on the campuses, on the streets, on the electric train platforms, on the busses, on the trolleys, in the little Japanese cafes, in bookstores, and in libraries. You are made sharply aware of them because most students wear uniforms of a sturdy navy blue or black cloth with their university insignia pinned

on the cadet collar. I am not certain why they wear uniforms but perhaps it is because the Japanese are very fond of uniforms or styles of dress and the school uniform is cheap and long wearing.

To wear the insignia of a first rate Japanese university is a mark of prestige. It is the dream of every Japanese boy. One out of seven pass the stiff entrance examinations they must take to gain admittance to a university, but once in, they are almost certain to pass their examinations. There was some consternation when I graded a few students "C" on the final examination. Even though they showed up rather poorly on subject knowledge, were there not extenuating factors? Had I considered the fact that they had attended class faithfully and regularly, a most unusual occurrence in Japanese universities? Moreover, was I aware of the fact that these students had elected to take the course and it was not required? Perhaps I would review the grades once again?

Glory notwithstanding, students lead a hard life. There are few scholarships and they pay a mere pittance. Most students work part time but there are few campus jobs; outside jobs most frequently result in class conflicts and this results in absence from class. Few campuses have dormitories and students live in cheap boarding houses or else spend hours riding the trains to and from home. After graduation, there is the difficult problem of finding a suitable job. I was told that less than half receive appointments requiring a university training. They must pass a stringent physical examination before graduation. If their medical history is not good, this will seriously handicap their chances of getting work.

I have the impression that there are many bright poor boys in Japa-

nese universities. They are the product of good home discipline—they would have to be to survive in a city of such size—but there is little opportunity to let off steam in the absence of campus dormitory life, organized student activities, or physical sports. The carefree attitude of American college youth is absent, perhaps because unlike the Japanese, he does not need to worry unduly about his future. A foreigner senses a feeling of frustration among the students which at any moment may lead to violent and unprincipled action. What they lack in clubs, gymnasiums, and campus life, they make up for in their absorbing preoccupation with politics. Agitators have found fertile ground amongst them for stirring up trouble. Perhaps this explains why many of them belong to the Zengakuren, or leftist student self-government association, which claims a membership of 350,000 students. I never saw any demonstrations at Keio or heard of Keio student participation but there were plenty of boys from Tokyo and Meiji universities raising hell. While I was there, I found myself caught up in a march downtown of several hundred students protesting the British nuclear experiments on Christmas Is-

land. Next week it was a protest against the handling of the Somagahara incident or a demonstration in front of the American Embassy against the "Eisenhower doctrine preparing for an atomic war." When they no longer make the front pages on these incidents, they join the Sunakawa townsmen in protest against surveying for an extension of Tachikawa airbase strip although the fatalities among their own pilots flying jet fighter planes is inordinately high. I never heard of them protesting Communist Russia's drum-beating but they did raise a howl about the Kishi government's decision to limit the number of Japanese students eligible to attend a Moscow Peace rally. Thoughtful Japanese deplore these activities but such is the public tolerance of college students that little or nothing is done to prevent them from demonstrating at any time.

The Japan Library School students of Keio were outstanding for their smart appearance, courtesy, tremendous eagerness to learn, earnestness, and true generosity—the kind they can ill afford and asks nothing in return, the kind that only wants to thank you for coming to teach in Japan.

## *Varia*

(Continued from page 76)

New officers of the Alabama Library Association for 1958-59 are: president, Mrs. Elinor Arsic, field representative, Alabama Public Library Service Division, Tuscaloosa; vice-president and president-elect, Mrs. Edna Earle Brown, serials librarian, Alabama Polytechnic Institute, Auburn; secretary, Mrs. Mary Ann Hanna, assistant librarian, West

End High School, Birmingham; and treasurer, Mrs. Jane F. Bently, chief of Cataloging Unit, ABMA, Technical Documents Library, Redstone Arsenal.

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Remember that the biennial conference of the Southeastern Library Association will be held in Louisville, Kentucky, on October 23-25, with headquarters at the Kentucky Hotel.

## *Libraries In India*

By ARCHIE L. McNEAL\*

Libraries in India are in some respect at a stage reminiscent of our own situation in the early 1920's. Programs for training librarians, the status of librarians, financial support for libraries, the need for new functional buildings—all can be compared to an era through which we have passed. One must bear in mind, however, the fact that India is only ten years beyond the date of achieving independence. There is an awakening consciousness of the importance of libraries, both in the educational structure and in the community and public service aspects.

A number of universities have programs for the training of librarians. The majority of these are certificate or diploma courses, and do not lead to a degree in library science. It is true that Delhi University has a degree program leading to a Master's degree, and even has a Ph.D. program in prospect, although it is not active now. Many of the courses, such as those at the universities of Bombay, Madras, and Calcutta would do more if permitted. For the present, they are taught by members of the library staff in addition to full performance of their regular duties. At Bombay University, they are drawing on other faculty members, but are required to offer their courses in the evening and only on a part-time basis. This is a device of the administration to avoid recognition of the program as a department, according to information gleaned in conversation with local personnel.

Despite the difficulties, more schools are planning to inaugurate similar programs. Osmania Univer-

sity at Hyderabad and Patna University both have plans for the initiation of diploma courses, possibly in the Fall of 1958. In the former, efforts are being made to secure foundation assistance so that a stronger school may be established, with a separate faculty. Recent administrative difficulties in that university make it doubtful that their plans will be realized.

In other areas, short courses of six to eight weeks duration are springing up. Such a course was proposed by the Office of the Minister of Education while I was in Delhi. Similar plans, to train persons for government libraries in Delhi are under way. Since there is no regulatory body, such as the A.L.A. Board of Education for Librarianship, or other accrediting agencies as we know them, there seems little chance of control or improvement now.

One of the results of these substandard programs is reflected in the status of librarians. In many universities the librarian is no more than a chief clerk, with the title of Assistant Librarian. It is common practice for a faculty member to be designated as "Librarian" or as "Officer-in-charge," who must sign all orders, approve purchases, and represent the library to the administration. The faculty member has this as an extra duty, much in the manner of a committee appointment, and may serve three years or less. The trained librarian has no faculty status, and very little social or pro-

\*Mr. McNeal spent the last three months of 1957 in India as a consultant to the librarians and administrators of the major India universities.

professional acceptance in university circles. There are exceptions, as at Delhi University where the status is much like that existing in our modern university. At Baroda University, the librarian is a graduate of the University of Michigan, with a Ph.D. in Library Science, and his position as well as the library itself reflects this training.

Salaries are much too low to encourage the better young students to enter librarianship as a profession. Even the higher posts frequently pay no more than 600-800 rupees, or about \$120-\$160 per month. Efforts are being made to improve salary scales, but these are usually individual efforts, or represent smaller groups. The quiescence and inactivity of the Indian Library Association is discouraging in the face of such a problem.

The Indian Library Association has not met for the past three years. It is difficult, if not impossible, for the average librarian to attend a meeting of any distance because of financial considerations. There is little or no provision of travel funds in library budgets and certainly the individual cannot afford the expense. A number of state associations exist and are active, frequently having their own publication program, and local support. Something in the nature of a federation of state associations may be the alternative to a strong national organization.

The nature of the libraries varies considerably, from one institution to another. Much depends on the administration and its attitude toward library service. In universities where the librarian is simply custodian, the practice is to have books in locked bookcases, with access varying from immediate to twenty-four hours. One librarian had a large staff of "peons" who were stationed around

the reading room with keys to serve the student needs quickly, as they asked for particular titles. Another had a system of requests, which must be made one day and called for the following day.

In contrast to this, Benares, Baroda, and Delhi have modern circulation methods, and open access to much of their collections. Each of the three has a good building, and those of Baroda and Delhi are new and well-planned.

Funds are being made available for many new university library buildings, and it is to be hoped that library consultants and architects familiar with this type building will be utilized. Such a recommendation was made to the Indian Ministry of Education after my visits to some of the buildings now under construction and after going over the plans of several others which will soon be undertaken. One of the most useful things any foundation could do at this time for higher education in India would be to send a team of an architect and library building consultant to assist with this planning.

The need for good library service is everywhere apparent. Enrollments are increasing steadily, and books are scarce and expensive. The average student cannot afford many books, and often is dependent on the library for his texts. Present teaching methods have tended to minimize library use, since the emphasis has been on the final examination at the end of three years of college. This emphasis has resulted in the publishing of "Guides" to various subjects and examination questions common to them. As a result, the student may go along to his final year with little library effort, then cram for the exams.

Current interest in general edu-  
(Continued on page 68)



## *What's New In School Libraries of The Southeast?*

By AZILE WOFFORD

When the editor of *Southeastern Librarian* asked the writer to be responsible for an article highlighting some recent developments in school library service in the Southeast, an appeal was sent to the school library supervisors of the various states. Their names are listed and indebtedness is hereby acknowledged for information contained in this article.

Alabama—Martha Jule Blackshear, School Libraries Consultant; Florida—Audrey Newman, Consultant, Instructional Materials; Georgia—Sarah Jones, Chief Library Consultant; Kentucky—Nella Bailey, School Library Supervisor; Mississippi—Alice Hamer, Library Supervisor; North Carolina—Cora Paul Bomar, State School Library Adviser; South Carolina—Nancy Jane Day, Supervisor of Library Services; Tennessee—Louise Meredith, Supervisor, Instructional Materials and Libraries; and Virginia—Margaret E. Rutherford, Assistant Supervisor of School Libraries.

So enthusiastically was material furnished from many of the states that the writer found it difficult to choose what should be included. Forbearance is asked if important facts have been omitted or their interpretation distorted. At the same time, it should be explained that the same type of information understandably was not submitted by all supervisors. And, if any supervisor finds her own words here and there, it will be because the writer could not state it better.

The Southeast can well take pride

in the amount and quality of school library supervision in the area. According to recent information furnished the writer from the office of Mary Helen Mahar, Specialist for School and Children's Libraries, Library Services Branch, Office of Education, Department of Health, Education and Welfare in Washington, there are twenty-eight states which have school library supervisors. This number includes the two Dakotas where the directors of the state library commissions serve also as school library supervisors, but excludes Pennsylvania, which has the position of School Library Adviser in the State Department of Public Instruction, although it is not filled at the present time. Exactly one-half of the twenty-eight states having school library supervisors are located in the South, nine of which are states forming the Southeastern Library Association. In fact, all Southeastern states at the present time have school library supervisors. In addition, North Carolina has an assistant school library supervisor and Georgia has recently added a consultant in library service for Negro schools in the Division of Instructional Materials and Library Service of the State Department of Education.

The presence of school library supervisors in the South is due in large measure to the General Education Board whose grants made possible the appointment of school library supervisors for a period of five years, after which the office was to be supported by the various state depart-

ments of education. This experiment was begun in North Carolina as early as 1930 and extended to Mississippi as late as 1946. Kentucky, which, alone of the original six Southern states included in grants from the General Education Board, failed in 1937 to continue the office, was given a second chance in 1947. That all the states in the Southeastern Library Association have continued the office of school library supervisor to 1957 attests to the worthwhile results of the General Education Board experiment and the valuable contribution made by the school library supervisors, several of whom have continued in office over a period of years.

There appears also a trend toward school library supervision at the local level, either for city or county systems. In Georgia, for instance, ten years ago only two school library supervisors were employed on a system-wide basis. There are now twenty-six librarians who work as full-time or part-time school library supervisors. Local supervisors are employed in twelve city and county divisions in Virginia, an increase of four in the past ten years. On the other hand, South Carolina deplores the lack of local supervisors as the great weakness of school library development in the state.

In North Carolina, there are twenty-two school library supervisors who, although their supervision does not cover the entire state, have done much to expand the total library program. In addition, instructional supervisors have also helped to organize and strengthen service in local areas. The following are types of school library supervision in North Carolina:

- 1) In one county system, where schools are served by untrained teacher-librarians, the general supervisor has encouraged each school to

- establish a central library. 2) Another county system employs a library supervisor who works with high school librarians and untrained elementary teacher-librarians. 3) One city system has a library supervisor who coordinates both elementary and high school libraries. Two itinerant librarians on the staff serve eight elementary libraries and work with the supervisor in central processing of all books for elementary schools. 4) In another city system, all schools are staffed by trained librarians. No elementary school librarian serves more than twenty teachers, though a few itinerant librarians have more than one small school. Central ordering of books and supplies is handled through the office of the school library supervisor.

In Kentucky, which so far has done very little in the way of school library supervision at the local level, one elementary supervisor, working closely with teachers, has developed central libraries in all of the elementary schools of her city system. Meanwhile, through workshops and extension classes, the teachers in charge of these libraries have taken courses in library science and several have gone into full-time school library positions in the system, one having secured the master's degree in library science.

It had been planned to make some comparison of the total number of school libraries in the Southeastern states today with that of ten to twelve years ago. However, this proved not to be valid because several school library supervisors report that their states are undergoing a program of reorganization of school systems involving consolidation of smaller schools so that in some instances there are even fewer schools. Mississippi, for example, plans on only 151 school districts including 70 county units,

29 consolidated units and 52 municipal separate units. North Carolina reports no increase in the number of high school libraries for the past twelve years, due partly to consolidation programs. In fact, the number decreased from 885 high school libraries in 1945 to 821 in 1955.

However, a few statistics are included for whatever significance they indicate. For the writer, who thirty years ago was one of the first school librarians in South Carolina and for the past twenty years has helped to train school librarians in Kentucky, they signify great progress in school library development. South Carolina reports 711 people responsible for school library work: 287 full-time librarians and 424 teacher-librarians. Of these, 190 full-time librarians are in high schools, 97 in elementary schools; 389 teacher-librarians in high schools and 235 in elementary schools. In Kentucky, the 1956-57 statistics show a total of 473 librarians, 284 full-time and 189 part-time. Of this number, 280 have 18 hours or more of library science. There are 372 serving in junior and senior high schools, 47 in elementary schools and 54 in 12-grade combination schools.

What the supervisors stress is an increase in the number of high school librarians who are fully trained. Virginia, for example, reports that in 1948 high schools had 64% of the librarians trained; by 1957, this had increased to 91%. In Tennessee, the Southeastern States Cooperative Library Survey of 1947 showed that 60% of the teacher-librarians in high schools had less than 18 quarter hours of training. By 1954, this figure had dropped to 18%. There are 250 school librarians in Tennessee who are graduates of accredited library schools. In 1951-52 Kentucky reported 284 unqualified librarians though, by 1956-57, only 193 librarians have less

than the 18 hours required. In 1945 North Carolina reported 375 high school librarians who had some training, 73 of them full-time. By 1955, this number had increased to 534 high school librarians with some training, 201 of these full-time. The report of the school library supervisor in Mississippi dated July 1, 1957, shows a total of 139 full-time and 283 part-time librarians in white high schools. Of this number 312 have more than 18 quarter hours of training, 51 holding the A certificate and 24 the AA certificate for school librarians.

However, the information most enthusiastically reported by the supervisors concerns the development in recent years of libraries in elementary schools. In North Carolina, there were in 1945 a total of 790 central library rooms in elementary schools; by 1955, this had increased to over 1200 organized elementary school libraries. In 1945 there were 216 elementary school librarians with some training, 30 of these being full-time. By 1955, 714 elementary school librarians had some training, 191 being employed full-time. Florida reports that many counties have trained personnel in all school libraries. One county alone opened 23 new elementary schools in 1957 and now employs 85 full-time librarians. Georgia reports that there were very few central elementary school libraries in 1945. However, by 1956-57, 568 elementary schools reported central libraries, approximately one-half of which are under the supervision of librarians with some training. These figures do not include the combinations of elementary and high schools, in which the library serves the entire school, a fairly recent trend. Since 1948, Virginia has required elementary schools with seven, or more, teachers to have a central library



with a librarian who has had at least 18 hours of library science. In 1956-57, Virginia reports 164 full-time trained librarians employed in elementary schools. Mississippi, on the other hand, reports few elementary schools with central libraries and professional librarians, either on a full-time or part-time basis. Alabama reports that approximately 36 elementary schools have in the period since World War II found rooms or corridor space to centralize library collections.

Most of the school library supervisors report state-wide organizations of student assistants in school libraries. South Carolina has the South Carolina High School Library Association (for white schools) and the Student Library Assistants Group of South Carolina (for Negro schools). The former is also organized on the district level. The first meeting of student library assistants in Tennessee was held eight years ago with representatives from 36 schools present. In the spring of 1957 the three regional groups met in their respective areas with a total of 1500 students representing 150 school systems. The North Carolina High School Library Association (for white students) was organized in 1947 with 95 charter members, and has grown to a membership of 1433 students in the 1956-57 school year. Six district associations hold annual meetings in the fall with the annual state-wide convention in the spring. In 1953, the Association of North Carolina High School Library Clubs was organized for Negro library assistants in senior high schools.

Student assistants in Georgia have been organized on a district basis for several years. In 1957 the Georgia Association of Library Assistants, GALA, organized on a state-wide basis. The writer is in receipt of the

very first edition, January 1958, of the Student Assistants News issued by this organization. Meanwhile, the SLAGS, Student Library Assistants of Georgia, for Negro student assistants, is working toward a state organization. Now entering its fifth year of existence, the Student Library Assistants of Mississippi is reported to have the largest membership to date. There are area meetings for the regional organizations and an annual meeting at the state level. In Kentucky, the SLAKS, Student Library Assistants of Kentucky, is the organization of student assistants in Negro schools. At present, there is no similar organization for student assistants in white schools of Kentucky.

Interesting activities on the part of these organizations were reported and the school library supervisors feel that they mean much to school library development.

There are many other evidences of progress which must be reported fairly generally since the trends seem apparent in practically all states:

- 1) In addition to the handbook or bulletin, for a long time available to school librarians from the state departments of education, there are other publications: News letters, lists of books of various kinds, and pamphlets on a variety of subjects related to school library work. These are prepared by various committees of school librarians, or as a result of group conferences, and made available from the office of the school library supervisor.

- 2) There seems to be fairly general revision of state standards, both for the establishment and accreditation of school libraries and for the training of school librarians. The newest trend is the provision of standards for elementary school libraries and librarians to be in charge of them. In standards for both high school and

elementary schools, the library is considered increasingly as an integral part of the total school program and the librarian as a regular member of the school faculty. More and more the school librarian is expected to have training as a teacher as well as the required hours in library science.

3) In building programs, more consideration seems to be given to the inclusion of a library in the plans for a new school building and for more adequate library facilities. On the local level, trained librarians are more apt to be consulted when new buildings are in the blue-print stage. In state departments of education, very good school libraries result from cooperative planning on the part of the school planning division and the school library supervisor with the architects. Thus there are many examples of excellent school libraries in new buildings, as well as those which have been renovated, in states of the Southeast.

4) In some quarters, school libraries are expanding their holdings to include not only books and other printed materials but also picture collections, informational file material and audio-visual materials. The school library in such cases becomes a materials center to which teachers turn for all types of instructional materials. Florida has probably gone further with this idea than other states, but South Carolina offers interesting figures along this line. In 1946-47, only 16% of the high school libraries handled audio-visual materials, while in 1955-56 the percentage had increased to 54%. In Florida, instructional materials clinics are available to all teachers in the state as part of their annual pre-planning periods.

5) School librarians are reported as showing increasing interest in professional organizations with their va-

rious meetings, and participation in many in-service activities. Labeled variously as clinics, conferences, or workshops, these are made available through the cooperation of state departments of education, extension divisions, and institutions offering courses in library science. Some phases of school library work considered by in-service groups are indicated by the following: How Can We Use Our School Libraries Most Effectively; Library Resources: Free and Inexpensive Materials; Problems in School Library Service; What's Best in Elementary School Library Service? Workshops especially result in the preparation of material that may be duplicated for distribution to school libraries from the office of the school library supervisor. Georgia, for instance, has a sizable manual, "Every Elementary School Can Have a Library," which is the report of the Elementary School Library Work Conference held at Emory University, August 4-7, 1954.

6) State aid for school libraries seems to be moving away from the practice of matching funds provided from local sources. The modern trend seems to be a state-wide program which endeavors to bring all schools up to a minimum standard. School libraries, as a part of the general school program, benefit from state funds provided for instructional materials. In Kentucky, for instance, the Foundation Program for Education, providing for all school children a minimum standard of education, went into effect in 1955-56 and was fully financed in 1956-57. This provides for the first time state aid to Kentucky school libraries, which have previously been supported entirely by local funds.

7) There is some slight evidence of the employment of school librarians for longer than the regular

school term. In 1956 the State Board of Education in Georgia authorized employment of a few high school librarians for two summer months to work on the organization of elementary libraries in their school systems. This number was increased to sixteen for the 1957-58 school year. These librarians do some work also in their high school libraries during the summer in order to have some time during the regular school year to work with elementary teachers and pupils. In Kentucky the Administrative and Special Instructional Services has made it possible for full-time school librarians to have ten months employment if the district receives money under the Foundation Program. This extra time is used to do many things for which the school librarian finds scant time when the school is in session.

Other interesting ventures reported by individual states follow:

1) School librarians in Tennessee have served on curriculum committees as part of the Curriculum Program.

2) Florida reports participation in a study of school libraries, a three-year project of the Southern States Work Conference. The excellent article, "Southern States Work Conference Study on School Libraries," by Nancy Jane Day, Chairman, Committee on School Libraries, in the Winter, 1957, issue of *The Southeastern Librarian* reports that each of the Southeastern states has "set up committees and will work during the year on the project."

3) In North Carolina, an extensive book reviewing project has recently been organized under sponsorship of the School and Children's Section of the North Carolina Library Association, the School Librarians' Section of the North Carolina Education Association and the office of the State

School Library Adviser, from which are available both current books and review forms. There are seven book review regions, representing all sections of the state, each with a committee of book reviewers. During 1956-57, they reviewed almost 500 new books, each evaluated by two reviewers. This project not only provides book evaluations for school library use but stimulates interest in books at all levels.

4) Book deposit centers have been established in twelve local school divisions in Virginia. In these centers are deposited copies of new and recent books included on the state approved list, from which books for school libraries are selected, which school personnel may examine before preparing book orders.

5) Alabama believes that the most significant progress in recent years in that state has been in recognizing that: a) Library quarters and collections are not the ultimate goals in library service. A well-qualified (academically and professionally) librarian is the key to successful library service. b) With, quarters, collections and qualified librarians, library utilization is not guaranteed. Teachers must have either academic training or native abilities (preferably both) in supplementing learning and recreation with materials.

Despite progress of which the Southeast can be proud, no one believes that all problems of school library development have been solved. There are still schools without any form of library service; others where libraries are found unworthy of the name. This is particularly true in small high schools and many elementary schools. A large number of librarians and teacher-librarians without proper training are administering libraries. In many schools, some of them unfortunately in new buildings,

adequate provision is not made for libraries which are combined with the study-hall, auditorium, or even cafeteria. Not a few school libraries are handicapped by lack of adequate financial support and resulting inadequate collections. Too often the person designated as the school librarian has so many assigned duties that there is not time to provide library service. Improvement of these conditions is a task to which educators and librarians, interested in library service for all schools, must wholeheartedly bend their efforts.

Nevertheless, school libraries in the

Southeast have come a long way since the 1920's when the first standards for high school libraries were adopted by the Southern Association and since the 1930's when the first school library supervision was made possible by grants from the General Education Board, or even since the 1940's and during the 1950's when schools got down to the business of providing library service for all levels. With full appreciation of what has been accomplished, the writer confidently anticipates continued progress in the next decade.

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## *Post War Public Libraries In The Southeast*

By HOYT R. GALVIN

Public library buildings containing 744,017 square feet of floor space and costing \$10,534,897, with an added book capacity of 4,403,953, have been constructed in the Southeast since World War II according to data accumulated through the co-operation of the state library agencies and public librarians in the Southeastern States.

Questionnaires were developed and forwarded to the state library agencies requesting that the questionnaires be forwarded to all public libraries known to have had post war library building programs. The writer does not know how many of the libraries may have failed to return the questionnaires, but data were received from all the libraries known by the writer to have completed public library buildings during the period. Completing the questionnaires was a burden for many librarians and the writer desires to express sincere thanks to the many busy librarians who supplied data.

The tables on the following pages were tabulated and prepared by Mrs. Barbara Asbury of the Public Library of Charlotte and Mecklenburg County. Mrs. Asbury used the data supplied on the questionnaires. Where errors in the data were obvious, letters were written to the librarians requesting corrected data, but there may have been other errors which were not apparent in tabulating.

In some instances the total cost data included the architect fees, landscaping, etc., whereas in other instances these costs were not included.

In this respect, the questionnaire was inadequate, but regardless of some such inconsistencies, the tables are generally reliable and can be used as a guide to library building and furnishing costs. Although space was not available on the tables to show certain information such as date of construction, the evidence of inflation during the ten-year period was reflected in increasing costs per square foot.

In most of the buildings, the book stack and shelving costs were included in the furnishings and equipment costs, but in a few cases such as Atlanta buildings, the stacks and shelving were a part of the construction costs.

The average cost of the new building was \$12.48 per square foot. The average cost of furnishings and equipment, using only the data where stacks and shelving were included in the furnishings and equipment costs, was \$2.19 per square foot. The unusually low costs per square footage for some of the buildings noted in the tabulation was the result, in some cases, of donations of labor and sometimes of construction materials.

Air-conditioning was included in 61 of the 118 buildings reported (including remodeled buildings). Many of the others were constructed to permit installation of air-conditioning later when funds became available.

With a few notable and logical exceptions such as Memphis, the locations of the main buildings were on downtown sites, and the branch buildings were in shopping centers.

# PUBLIC LIBRARY BUILDINGS CONSTRUCTED AND REMODELED SINCE 1945 SOUTHEASTERN STATES

Name of State	Population 1950-1957 est.	Sq. ft. in new bldgs.	Av. Site*	Cost per sq. ft.	Furn. per sq. ft.	Total cost bldgs.	Total cost furns.	Total book capacity**	no. A.C.
Alabama New Remodeled (11) (4)	3,051,743	3,132,300	1-1/2 3-3/4	\$14.47	\$1.91	\$ 970,056	\$ 79,643	277,000	8
Florida New Remodeled (7) (2)	2,771,305	3,929,300	4 9	13.44 13.96	2.14	1,840,176 74,500	212,977	540,000 53,445	4 1
Georgia New Remodeled (16) (4)	3,444,528	3,739,100	2-6/13 2	11.89 11.41	1.77	1,792,799 175,707	240,641	926,500 98,000	11 1
Kentucky New Remodeled (1) (0)	2,944,806	3,031,200	3-1/2	18.90	3.00	71,900	11,900	20,250	1
Mississippi New Remodeled (6) (7)	2,178,914	2,144,700	2-4/5 2-2/5	13.30 5.39	2.21	644,686	82,277	232,650 48,865	3 5
N. Carolina New Remodeled (29) (8)	4,061,929	4,409,700	2-3/25 1-1/4	12.77 7.87	2.03	2,514,268 66,531	372,891	1,198,250 28,100	13 3
S. Carolina New Remodeled (5) (4)	2,117,027	2,347,600	2-4/5 2	17.39 12.76	1.91	278,198 181,344	23,085	39,000 68,043	1 2
Tennessee New Remodeled (5) (2)	3,291,718	3,457,600	12 9-1/2	12.65 7.69	2.12	871,937 241,656	133,000	370,850 130,000	3 1
Virginia New Remodeled (4) (3)	3,318,680	3,728,900	1/3 2-1/3	14.16 12.00	2.30	644,339 166,800	94,363	217,500 77,500	3 0
Totals 118		744,017	3.36	\$12.48	\$2.15***	\$10,534,897	\$1,250,777	4,403,953	61

\*Number of blocks from center of town or area served.

\*\*Includes added book capacity to remodeled buildings.

\*\*\*Figures given above include libraries where stacks and shelving were a part of construction costs; without this inclusion, average cost per sq. ft. for furnishings would be \$219.



# PUBLIC LIBRARY BUILDINGS CONSTRUCTED SINCE 1945 STATE OF ALABAMA

Name of Town or County	Population 1930-1937 est.	Sq. ft. in new bldgs.	Site <sup>1</sup>	Arch. Style <sup>2</sup>	Cost per sq. ft.	Furn. per sq. ft.	Total cost bldgs.	Total cost furn.	Book capacity	Seats <sup>3</sup>	AC
<b>Birmingham</b>											
Central Pk. Br.	25,000	5,000	0	M	\$12.60	\$1.60	\$ 63,000	\$ 8,000	18,000	---	yes
Ensley Br.	30,000	4,775	0	M	16.75	2.11	80,000	10,028	18,000	---	yes
Parke Mem. Br.	40,000	5,000	0	M	13.55	2.49	78,166	12,448	17,500	---	yes
Smithfield Br.	25,000	4,753	0	M	17.87	2.01	84,965	9,577	17,500	---	yes
Southside Br.	20,000	3,453	0	M	18.24	1.34	62,980	9,449	16,500	---	yes
Woodlawn Br.	50,000	5,600	0	M	12.32	1.45	69,000	8,163	20,000	---	no
Demopolis	4,000	7,000	---	---	---	---	5,000	---	7,000	---	yes
Flomence	54,179	62,000	3	M	18.00	2.00	116,500	13,500	17,500	65	no
Montgomery	106,000	125,000	5	CM	19.00	---	362,490	---	120,000	---	yes
Ozark	20,868	25,000	6	M	7.99	2.26	39,955	11,278	25,000	300	yes
Robertsdale <sup>4</sup>	---	1,200	1	---	5.33	---	8,000	2,000 <sup>4</sup>	---	---	no
<b>Totals</b>		<b>60,371</b>	<b>1-1/2</b>		<b>14.17</b>	<b>\$1.91</b>	<b>\$970,056</b>	<b>\$79,643</b>	<b>277,000</b>		

1. Number of blocks from center of town or area served.
2. Seating capacity—reading area.
3. Contract for building let—work not yet started.
4. Amount in budget for furnishings.

<sup>4</sup>—Abbreviations  
CM—CM—Conservative Modern  
M—Modern

## PUBLIC LIBRARY BUILDINGS REMODELED SINCE 1954

Name of Town or County	Population 1930-1937 est.	Sq. ft. old bldg.	Sq. ft. addition	Site <sup>1</sup>	Cost per sq. ft. add.	Total cost add.	Book capacity old	Book capacity added	Seats old <sup>2</sup>	Seats new <sup>3</sup>	AC
Leighton	3,476	3,600	---	1,350	0	---	---	1,000	3,000	8	20
Sheffield	11,178	15,000	1 rm.	7,500 <sup>4</sup>	2	---	---	500	10,000	0	60
Phenix City <sup>5</sup>	---	43,000	1,800	---	5	---	---	---	---	30	no
Tuscaloosa	94,092	102,200	---	35,000	8	---	---	15,659	35,000	33	64
<b>Totals</b>				<b>43,850</b>	<b>3-3/4</b>			<b>48,000</b>			

1. Number of blocks from center of city or area served.
2. & 3. Seating capacity—reading area.
4. New location for library—converted store building.
5. Newly organized library—converted 1890 dwelling.
6. New location for library—converted Italian villa.

PUBLIC LIBRARY BUILDINGS CONSTRUCTED SINCE 1945  
STATE OF FLORIDA

Name of Town or County	Population 1950-1957 est.	Sq. ft. in new bldgs.	Arch. Style*	Cost per sq. ft.	Furn. per sq. ft.	Total cost bldgs.	Total cost furn.	Book capacity	Seats <sup>2</sup>	AC		
Ft. Myers	19,195	26,000	7,408	1	M	\$ 8.64	\$1.89	\$ 64,040	\$ 23,000	40,000	50	no
Gainesville	26,861	35,000	5,000	3	M	14.00	1.10	70,000	5,500	50,000	40	yes
Jacksonville	204,517	228,300										
Southside Br.			7,782		M	13.50	1.79	105,000	13,924	20,000	72	no
Miami	249,276	265,000	57,998	4	MC	19.67	1.70	1,282,038	98,533	325,000	424	yes
Miami Shores	5,086	7,839	5,591	2	M	11.80	2.36 <sup>3</sup>	66,022	13,249 <sup>3</sup>	35,000	100	no
N. Miami			7,200	4	MR	10.83	2.50	78,000	18,000	25,000	38	yes
Pensacola	43,263	70,000	11,200	4	M	15.63	3.64	175,076	40,771	45,000	120	yes
Totals		102,179	4			\$13.44	\$2.14	\$1,840,176	\$212,977	540,000		

1. Number of blocks from center of city or area served.

2. Seating capacity—reading area.

3. Through July, 1956.

\*—Abbreviations

M—Modern

MC—Modern Classical

MR—Modified Ranch

REMODELED SINCE 1945

Name of Town or County	Population 1950-1957 est.	Sq. ft. old bldg.	Sq. ft. addition	Site <sup>1</sup>	Cost per sq. ft. addition	Total cost add.	Book capacity old	Book capacity added	Seats old <sup>2</sup>	Seats new <sup>3</sup>	AC
Coral Gables	19,837	32,000	3,180	1,050	15	\$13.72	\$14,500	30,000	3,445	18	yes
St. Petersburg	96,738	144,700	2,460	4,224	3	14.20	60,000	50,000	60	75	yes
Totals		5,640	5,274	9		\$13.96	\$74,500		53,445		

1. No. of blocks from center of city.

2. Seating capacity, old building.

3. Seating capacity, new addition.



# PUBLIC LIBRARY BUILDINGS CONSTRUCTED SINCE 1945 STATE OF GEORGIA

Name of Town or County	Population 1950-1957 est.	Sq. ft. in new bldgs.	Site <sup>1</sup>	Arch. Style <sup>2</sup>	Cost per sq. ft.	Furn. per sq. ft.	Total cost bldgs.	Total cost furn.	Book capacity	Seats <sup>3</sup>	AC
<b>Atlanta</b>											
Main	331,314	503,000	81,114**	0	M	\$10.88†	\$1.19†	\$ 882,025†	\$ 96,564†	600,000	352 yes
College Pk.	14,464	20,000	3,445	0	M	10.98†	2.18	37,816†	7,500	9,000	yes
E. Atlanta	331,314	503,000	2,290	0	C	15.93†	1.75†	36,526†	4,000†	6,000	yes
Highland	331,314	503,000	4,500	0	M	10.72†	1.54	48,232†	6,951	8,000	yes
Peachtree	331,314	503,000	3,864	3	C	17.92†	1.04†	69,256†	4,000†	7,000	yes
Uncle Remus	331,314	503,000	4,113	1	M	15.33†	.97†	63,056†	4,000†	11,000	yes
W. Hunter	331,314	503,000	4,915	2	M	12.34†	1.40†	60,627†	6,861†	10,000	yes
Austell	3,000	5,000	2,400	2	M	4.58	---	11,000	---	5,500	no
<b>Decatur</b>											
Main	136,395	210,000	22,370	1	MGa	13.57	.89	303,652	20,000	125,000	yes
Brookhaven	---	---	---	---	---	---	---	39,180	---	---	no
Doraville	---	---	---	---	---	---	---	18,489	---	---	no
Lithonia	---	---	---	---	---	---	---	27,916	---	---	yes
<b>LaGrange</b>											
25,025	30,000	---	---	---	---	---	---	---	---	---	---
Negro Br.	---	---	---	---	---	---	---	---	---	---	---
Millen	10,264	---	3,645	8	M	12.43	4.18	46,305	61,428	35,000	75 no
Sylvania	28,040	30,000	2,358	2	M	11.07	1.08	27,719	2,337	10,000	45 yes
Waycross <sup>3</sup>	47,408	---	6,000	2	M	5.00	2.00	31,000	12,000	50,000	80 yes
Totals	---	---	6,500	11	M	13.85	2.30	90,000	15,000	50,000	50 no
			147,514	2-6/13		\$11.89	\$1.77	\$1,792,799	\$240,641	926,500	

1. Number of blocks from center of town or area served.

2. Seating capacity.

3. Regional Library.

\*\* Part new and part remodeled.

† Excludes architects fees; shelving and stacks in building contract.

\*-Abbreviations

C-Colonial

M-Modern

MGa-Modified Georgian

# PUBLIC LIBRARY BUILDINGS REMODELED SINCE 1945 STATE OF GEORGIA

Name of Town or County	Population 1950-1957 est.	Sq. ft. old bldg.	Sq. ft. addition	Site <sup>1</sup>	Cost per sq. ft. add.	Total cost add.	Book capa- city old	Book capa- city added	Seats old <sup>2</sup>	Seats new <sup>3</sup>	AC
Atlanta	331,314	503,000									
Ida Wms. Br.				1	\$10.52	\$ 52,480		8,000 <sup>4</sup>			yes
Dalton	49,578	55,000	1,020	2	19.32	62,702	5,486	15,000	16	22	no
Macon <sup>5</sup>	122,387	139,706	3,000	4	8.70	32,190	10,000	40,000			no
LaGrange	25,025	30,000	1,950	1	7.08	28,335	20,000	35,000	10	40	no
Totals			5,970	2	\$11.41	\$175,707		98,000			

1. Number of blocks from center of town or area served.
2. Seating capacity, old building.
3. Seating capacity, new building.
4. Total book capacity.
5. Regional Library.

# PUBLIC LIBRARY BUILDINGS CONSTRUCTED SINCE 1945 STATE OF KENTUCKY

Name of Town or County	Population 1950-1957 est.	Sq. ft. in new bldg.	Site <sup>1</sup>	Arch. Style <sup>2</sup>	Cost per sq. ft.	Furn. per sq. ft.	Total cost bldgs.	Total cost furn.	Book capacity	Seats <sup>3</sup>	AC
Bowling Grn.	18,347	32,000	3-1/2	MCo	\$18.90	\$3.00	\$71,900	\$11,900	20,250	45	yes

1. Number of blocks from center of town.
2. Seating capacity—reading area.
3. Modified Colonial.

# PUBLIC LIBRARY BUILDINGS CONSTRUCTED SINCE 1945 STATE OF MISSISSIPPI

Name of Town or County	Population 1950-1957 est.	Sq. ft. in new bldgs.	Site <sup>1</sup>	Arch. Style*	Cost per sq. ft.	Furn. per sq. ft.	Total cost bldgs.	Total cost furn.	Book capacity	Seats <sup>2</sup>	AC
Hazlehurst	30,000	30,000	---	---	---	---	\$30,000	---	25,000	50	no
Holly Springs	25,106	---	880	1/2	M	6.00	5,280	2,650	2,650	12	yes
Jackson (Main)	98,271	122,600	27,488	5	M	14.70	490,000	62,000	175,000	200	yes
Branch (1)*	---	---	---	---	---	14.65	---	5,000	---	---	---
Branch (2)	---	---	5,600	3	M	17.85	119,106	12,327	18,000	75	yes
Wren	---	1,200	216	---	M	---	300	300	2,000	---	no
Totals	---	34,184	2-4/5	---	---	\$13.30	\$2.21	\$644,686	\$82,277	222,650	---

1. Number of blocks from center of town or area served.  
2. Seating capacity—reading area.  
\* Modern

## REMODELED

Name of Town or County	Population 1950-1957 est.	Sq. ft. in old bldg.	Sq. ft. addition	Site <sup>1</sup>	Cost per sq. ft. add.	Book capacity old	Book capacity added	Seats old <sup>2</sup>	Seats new <sup>3</sup>	AC
Aberdeen	5,282	1,800	648	3	\$4.74	25,000	3,000	24	18	yes
Corinth	27,000	80,000	4,920	204	4	7.03	10,000	15,000	75	yes (2 rooms)
Greenwood	51,813	48,900	2,288	6,912	3	8.78	18,711	21,087	21	yes
Natchez	32,256	42,000	---	3,600	1/2	1.00	---	5,638	---	yes
Philadelphia <sup>4</sup>	4,472	4,472	600	759	0	---	2,160	4,140	20	12 <sup>5</sup>
Starkville <sup>6</sup>	---	8,000	---	---	1	---	---	4	10	no
Tupelo <sup>7</sup>	11,527	13,000	---	2,500	5	---	---	---	---	yes
Totals	---	9,008	14,443	2-2/5	---	\$5.39	48,865	---	---	---

1. Number of blocks from center of town or area served.  
2. & 3. Seating capacity—reading area.  
4. Branch of Neshoba County Library.  
5. Not added—building in new location.  
6. New location.  
7. New location.

# PUBLIC LIBRARY BUILDINGS CONSTRUCTED SINCE 1945 STATE OF NORTH CAROLINA

Name of Town or County	Population 1950-1957 est.	Sq. ft. in new bldgs.	Site <sup>1</sup>	Arch. Style*	Cost per sq. ft.	Furn. per sq. ft.	Total cost bldgs.	Total cost furn.	Book capacity	Seats <sup>3</sup>	AC	
Asheboro	---	---	---	---	\$ 5.84	\$ .65	\$ 2,243	\$ 250	1,200	16	no	
Branch (1)	---	384	0	M	---	---	7,000	---	3,000	60 <sup>3</sup>	no	
Belhaven	---	3,000	1/2	Wb	4.66	---	5,000	1,400	4,350 <sup>4</sup>	36	no	
Benson	2,102	---	1/2	M	---	---	56,000	3,774	10,000	25	no	
Canton	7,500	3,400	0	C	16.00	1.11	---	---	---	---	---	
Charlotte	---	---	---	---	---	---	---	---	---	---	---	
Main Bl.	197,052	270,000	2-1/2	M	16.53	2.15	973,000	127,000	500,000	310 <sup>5</sup>	yes	
Cornelius	1,542	1,550	0	M	11.40	2.65	22,784	5,309	6,000	36	yes	
Davidson	2,418	2,500	1	Wb	13.15	3.23	22,356	5,482	6,000	34	yes	
East Br.	197,052	3,750	1	M	13.25	2.06	49,676	7,715	12,000	50	yes	
Huntersville	910	1,000	0	M	14.07	2.62	25,433	4,710	6,000	40	yes	
Matthews	586	1,650	1/2	M	13.71	3.88	22,702	6,418	6,000	36	yes	
North Br.	197,052	4,000	1	M	13.70	2.40	54,821	9,623	9,000	54	yes	
Pineville	1,386	1,500	1	M	14.06	3.39	21,035	5,087	6,000	30	yes	
South Br.	197,052	270,000	0	Wb	16.67	2.49	70,028	10,450	14,000	78	yes	
Dobson	35,560	35,560	768	1	M	---	---	1,100	4,500	10	no	
Hickory	14,755	---	12,438	4	M	9.53	.64	131,000	8,000	100,000	300	no
Mocksville	15,420	---	2,694	1	M	---	1.12	---	3,000	15,000	36	no
Newton	47,000	49,000	5,509	2	M	8.44	1.53	46,405	8,100	25,000	60	no
Randleman	2,066	---	756	1	M	4.78	1.33	4,818	1,003	---	---	no
Robbinsville	7,388	8,200	900	2	---	16.10	1.11	14,492	1,000	5,000	75	no
Salisbury	---	---	---	---	---	---	---	---	---	---	---	---
Main Bl.	75,410	12,643	2	C	7.53	2.21	95,310	27,990	80,000	40	no	
Branch (1)	12,870	13,000	0	M	---	---	---	---	9,000	16	no	
China Grv.	1,478	375	7	C	---	---	---	---	2,500	10	no	
Faith Br.	489	500	0	M	13.20**	1.50**	5,425**	6,100	3,000	16	no	
Rockwell Br.	849	900	1/2	M	---	.91	---	695	2,200	---	yes	
Tarboro	8,420	6,520	2	M	15.80	3.00	97,129	19,608	30,000	84 <sup>6</sup>	no	
Washington <sup>7</sup>	71,551	72,100	1,421	10	M	14.00	---	20,300	23,500	---	no	
Washington <sup>8</sup>	9,698	12,000	5,400	3	Ga	20.00	2.00	100,000	10,000	40,000	186	yes

Name of Town or County	Population 1950-1957 est.	Sq. ft. in new bldgs.	Site#	Arch. Style*	Cost per sq. ft.	Furn. per sq. ft.	Total cost bldgs.	Total cost furn.	Book capacity	Seats <sup>a</sup>	AC
Winston-S.	146,000	170,200	4	CC	14.05	1.88	538,008	72,068	240,000	150	yes
Branch (1)	---	7,453	14	CC	17.27	3.62	129,303	27,009	35,000	50	yes
Totals		181,004	2.12		\$12.77	\$2.03	\$2,514,268	\$372,891	1,198,250		

1. Number of blocks from center of town.

2. Seating capacity—reading area.

3. Approximately 1957.

4. Plus 320 seats in meeting rooms, etc.

5. 100 in auditorium.

6. B.H.M. Regional Library.

7. Public Library

\*\* Estimates.

C—Abbreviations

CC—Colonial

CG—Georgian

M—Modern

Wb—Williamsburg

# PUBLIC LIBRARY BUILDINGS REMODELED SINCE 1954 STATE OF NORTH CAROLINA

Name of Town or County	Population 1950-1957 est.	Sq. ft. old bldg.	Sq. ft. addition	Site#	Cost per sq. ft.	Total cost addition	Book capacity old	Book capacity added	Seats <sup>a</sup> old	Seats <sup>a</sup> new	AC
Burlington	71,000	85,000	7,500	3,000	1	\$6.66	\$27,000	35,000	17,000	75	yes
Manteo	5,405	6,400	---	---	2	---	---	3,500	4,500	6	no
Mebane	2,100	2,100	600	---	1	---	1,200	6,000	0	15	yes
Robersonville	327	327	---	273 <sup>4</sup>	1	---	---	1,000	600	2	no
Smithfield	65,751	65,600	563	1,127	1	4.25	4,931	8,500	6,000	10	yes
Swan Quarter	300	300	24	651 <sup>5</sup>	1	13.82	9,000	---	---	3	no
Wadesboro	13,659	---	400	2,400 <sup>6</sup>	3	6.25	15,000 <sup>7</sup>	---	---	---	no
Warrenton	23,539	23,539	875	1,020	0	8.39	9,400	---	---	14	no
Totals		9,962	8,471	1-1/4	\$7.87	\$66,531				28,100	

1. Number of blocks from center of town.

2. Seating capacity, old building.

3. Seating capacity, added.

4. Library moved from a one room location to a remodeled building.

5. Library moved from a one room location to a remodeled frame bungalow.

6. Library moved from three room location to old home remodeled for library.

7. Plus \$2,100 for cost of furnishings and equipment.

# PUBLIC LIBRARY BUILDINGS CONSTRUCTED SINCE 1945 STATE OF SOUTH CAROLINA

Name of Town or County	Population 1950-1957 est.	Sq. ft. in new bldgs.	Site <sup>1</sup>	Arch. Style <sup>2</sup>	Cost per Furn. per sq. ft.	Total cost bldgs.	Total cost furn.	Book capacity	Seats <sup>3</sup> AC
Conway	60,000	75,000	2	Ga	\$12.36	\$103,198	\$ 6,085	20,000	40 no
Easley	40,058	---	1	C	15.42	37,000	5,000	20,000	150 no
Georgetown	16,000	---	2	Ga-C	18.11	98,000	4,000	30,000	36 no
Kershaw	---	751	5	M	---	---	---	10,000	24 no
Myrtle Beach	3,345	10,000	4	EA	23.50	40,000	8,000	9,000	30 yes
Totals		19,942	2-4/5		\$17.39	\$1.91	\$278,198	\$23,085	89,000

1. Number of blocks from center of town or area served.

2. Seating capacity—reading area.

3. Abbreviations

Ga—Georgian

C—Colonial

Ga-C—Georgian-Colonial

M—Modern

EA—Early American

## REMODELED

Name of Town or County	Population 1950-1957 est.	Sq. ft. in old bldg.	Sq. ft. addition	Site <sup>1</sup>	Cost per sq. ft. add.	Total cost add.	Book capacity old	Bk. capacity added	Seats old <sup>2</sup>	Seats new <sup>3</sup>	AC
Aiken	53,137	86,100	1,164	3,012	1	\$16.25	\$48,925	2,000	41,307	8	32 no
Clover	23,148	27,000	2,000	---	1	---	13,608	---	8,000	---	50 <sup>4</sup> no
Latta	---	765	2,308	---	---	5.85	13,511	---	---	---	125 yes
Rock Hill	24,502	38,000	4,438	6,470	2	16.27	105,300	25,000	18,736	178	157 yes
Totals		8,367	11,790	2	\$12.76	\$181,344			68,043		

1. Number of blocks from center of city or area served.

2. Seating capacity, old building.

3. Seating capacity added.

4. This was listed as total seating capacity after addition.

# PUBLIC LIBRARY BUILDINGS CONSTRUCTED SINCE 1945 STATE OF TENNESSEE

Name of Town or County	Population 1950-1957 est.	Sq. ft. in new Bldgs.	Site <sup>1</sup>	Arch. Style <sup>2</sup>	Cost per sq. ft.	Furn. per sq. ft.	Total cost bldgs.	Total cost furn.	Book capacity	Seats <sup>3</sup>	AC
Knoxville	124,769	135,000									
Burlington Br.	---	2,296	0	M	\$11.32	---	\$ 26,000	---	5,350	22	no
Murphy Br.	---	1,892	0	M	13.11	---	24,810	---	5,500	30	no
Memphis (Main Bl.)	---	57,636	60	M	10.78	1.73	622,000	100,000	310,000	165	yes
Branch (1)	---	12,953	0	M	15.38	2.51	199,127	33,000	40,000	78	yes
Nashville	---	---	---	---	---	---	---	---	---	---	---
Branch (1)	---	2,650	0	M	---	---	---	---	10,000	24	yes <sup>3</sup>
Totals		77,427	12		\$12.65	\$2.12	\$871,937	\$133,000	370,850		

1. Number of blocks from center of city or area served.
2. Seating capacity—reading area.
3. Main reading room only—window air-conditioner.

\*—Abbreviations  
M—Modern

## REMODELED

Name of Town or County	Population 1950-1957 est.	Sq. ft. old bldg.	Sq. ft. addition	Site <sup>1</sup>	Cost per sq. ft. add.	Total cost add.	Book capa- city old	Book capa- city added	Seats old <sup>2</sup>	Seats new <sup>3</sup>	AC
Knoxville											
(Main Bl.)	124,769	15,888	17,804	1	\$9.93	\$177,000	50,000	70,000	125	0	yes <sup>4</sup>
Oak Ridge <sup>5</sup>	30,229	29,200	3,600	8	5.45	64,656	25,000	50,000	40	50	no
Totals		19,288	17,804	9-1/2	\$7.69	\$241,656		120,000			

1. Number of blocks from center of city or area served.
2. Seating capacity, old building.
3. Seating capacity added.
4. Building partially air-conditioned.
5. Library moved headquarters from one wing of Army barracks to a remodeled wing of same building.

PUBLIC LIBRARY BUILDINGS CONSTRUCTED SINCE 1945  
STATE OF VIRGINIA

Name of Town or County	Population 1950-1957 est.	Sq. ft. in new bldgs.	Site <sup>1</sup>	Arch. Style*	Cost per sq. ft.	Furn. per sq. ft.	Total cost bldgs.	Total cost furn.	Book capacity	Seats <sup>2</sup>	AC	
Norfolk												
Branches	213,513	295,000			\$11.50	\$2.50						
Richmond	230,310	240,000										
Branch (1)		4,080	0	M	20.00	3.00	96,000	12,063	12,500	55	yes	
Roanoke	91,921	100,000	0	M	14.78	2.23	512,800	77,300	185,000	226	yes	
Warwick	39,875	65,000	3,429	1	M	10.36	1.45	35,539	5,000	20,000	30	yes
Totals		42,209	1/3		\$14.16	\$2.30	\$644,399	\$94,363	217,500			

1. Number of blocks from center of town or area served.  
2. Seating capacity—reading area.

\*—Abbreviations  
M—Modern

REMODELED

Name of Town or County	Population 1950-1957 est.	sq. ft. old bldg.	Sq. ft. addition	Site <sup>1</sup>	Cost per sq. ft. add.	Total cost add.	Book capacity old	Book capacity added	Seats old <sup>2</sup>	Seats new <sup>3</sup>	AC	
Alexandria	61,787	85,000	3,640	8,560	2	\$12.00	\$162,000	25,000	75,000	30	85	no
Orange <sup>4</sup>	12,000	13,000	792	0	2			13,000	2,500	6	4	no
Waynesboro <sup>5</sup>	12,357	15,250		0	3		4,800	30,000	0	64	0	no
Totals		4,432	8,560	2-1/3	\$12.00	\$166,800		77,500				

1. Number of blocks from center of city or area served.  
2. Seating capacity, old building.  
3. Seating capacity added.  
4. & 5. Interior remodeling work done.





## B O O K S

*Notes of books written by Southeastern librarians, published by Southeastern libraries, or about Southeastern libraries.*

*The Plantation South*, by Katherine M. Jones. Indianapolis, Ind., The Bobbs-Merrill Company, Inc., 1957. 392p. Introduction by Robert Selph Henry. Bibliography and index. \$5.00.

To choose any set of segments of writings to depict an historic region is bound to arouse a great deal of controversy. In the case of this book professional historians and professional Southerners may declare an erroneous view of the South is given by the absence of one excerpt and the presence of another. But in *The Plantation South*, Miss Jones has chosen widely and well to put together pieces of a puzzle to picture the economic and social life of the plantation population. Especially for the social life, there is no better readable volume in the immediate past. But it is true the selected cuttings—fifty-seven of them, nearly one-half written by Southerners and the remainder by Northerners and Englishmen—omitting as they do a picture of the mass of whites, many of them most inarticulate, leave the reader with largely the magnolia and moonlight interpretation of the Old South. This is the kind of a book librarians might want to recommend for that view. The opposite side can be obtained by reading accounts with more emphasis on the life of the people of lesser social standing.

The segments of writings are arranged to show the life on the plantation in each of the three major

agricultural sections of the Old South. Miss Jones selected twelve segments to illustrate life in the tobacco region, twenty-one selections for the rice area—South Carolina, Georgia, Florida—and twenty-five for a view of the newer cotton area of the southland. The three divisions are arbitrary, for a glance at the book will show that cotton was grown in all three. But the arrangement is a great aid in organizing the material.

From the standpoint of the social life, the general social pattern in each section was amazingly similar. The tables of the great planters were heavily laden with a variety of foods not all of it native to the region. Among the beverages served were tea, coffee, and cocoa, with German and French wines and the mint julep not absent. The meals were served punctually at the same hour each day and with the same ritual: meat before the master and tea, coffee, and delicacies before the mistress, with servants carrying food from each to the diners. Fashion dictated placing male guests and sons to the right of the planter and the female guests and daughters to the right of the wife in order to stimulate conversation which usually centered around politics and the chase for the men and clothes and the latest gossip for the women. Dining was no eat and run affair, but something to be enjoyed at long leisure. Haste was

not in the vocabulary of the aristocrat.

It is expected that different observers would see different things. An Englishman saw the plantation in the image of an English manor with the planter as a lord, the plantation house as the manor house, and the slave population as vassals. A Yankee schoolmaster in the Old Dominion wrote what he believed "to be a sober fact, viz. that the Southern boys at 20 are not well qualified to enter upon the duties of life as the Northern boys at 14 yrs of age" (42). A Yankee bride deplored the lack of organization in the kitchen, and declared that her mother-in-law worked harder than any Northern farmer's wife. A newsman visiting New Orleans observed that the status of a gentleman was determined by his drink habits and etiquette at the bar. Still another found a garrulous small planter in the Natchez region who classified the greater ones as "swell-heads, sir" who "do want so bad to look as if they weren't made of the same clay as the rest of God's

creation" (386). Most of the visitors found the slave well treated and observed no misuse of the lash, but did declare the instrument the symbol of authority. There is among the printed accounts one which graphically shows the evils of a slave auction with all of its heart tugs. Nor is forgotten the routine activities of the plantation: the supervision of the field work, the sewing room, the garden, the stables, instructions to the overseer and the care of the sick. No one reading these accounts can much dispute the general statement that the foreign observers were shrewder and less prejudiced than the native ones, both Northern and Southern.

*The Plantation South* as recorded in this book has vanished, and it is now a part of history. To recapture a portion of that history, a history which can contribute to a better understanding of the area today, this book makes a notable contribution.

CLAIRE LESLIE MARQUETTE

*Professor of History*  
University of Mississippi

## *Libraries In India*

(Continued from page 47)  
cation on the part of many Indian universities and program revisions under way will undoubtedly result in heavier demands on the library, and new methods of teaching and

evaluation will effect a drastic change in study habits. More money will have to be put into development of library resources, and more personnel with even better training will be a necessity.



## ... VARIA

### PERSONAL

Dr. Sadie Peterson Delaney, chief librarian, Tuskegee Veterans Administration Hospital, died unexpectedly on Sunday, May 4. A memorial is being established and contributions may be sent to R. A. Delaney, Box 162, Tuskegee, Alabama.

Jo Battle formerly of the Texas State Library has been appointed supervisor of field services for the Mississippi Library Commission.

Jess A. Martin, graduate of the University of Southern California Library School in 1955, was appointed assistant medical librarian in charge of public services in the University of Kentucky Medical Center Library on April 1. Mr. Martin was formerly medical librarian of the San Diego County Medical Society and more recently head of the Technical Processes, Convair Astronautics Technical Library, San Diego.

Louis Shores delivered, on March 27, the first Mary C. Richardson Lecture at Genesee State Teachers College. The title of his lecture was "A Profession of Faith." Dr. Shores also contributed the guest editorial to the March 22 issue of the *Saturday Review*. The editorial titled "Books: Continuous Communicability" was used as an introduction to the *Saturday Review's* National Library Week Section.

George R. Lewis was appointed head of the Circulation Department of the Alabama Polytechnic Institute Library on March 16. Mr. Lewis, a

native of Mississippi, is a graduate of Mississippi College and the Louisiana State University Library School. He has had experience on the staffs of the Louisiana State University Library and the Baylor University Library.

J. Mitchell Reames will become director of the undergraduate library at the University of South Carolina on July 1. He has been the associate librarian of the Northwestern State College at Natchitoches, Louisiana, for several years. Previous to going to Northwestern he was on the Clemson College Library staff.

Marion Jacobs has been appointed regional librarian, Fort Loudoun Regional Library Center, Athens, Tennessee, effective July 1. Miss Jacobs, who received her graduate degree in library science from Genesee State Teachers College, has had a variety of library experience. She came to Tennessee from Washington, D. C., where she was librarian, U. S. Army Special Services, Military District of Washington.

Beatrice Montgomery, a member of the Catalog Department, Wilson Library, University of North Carolina, has resigned effectively July 1 to take a position as head cataloger and assistant professor, Baylor University, Waco, Texas.

Mrs. Jessica Valentine, for many years manager of the Bull's Head Book Shop, Wilson Library, University of North Carolina, has resigned effective June 30 to become manager of the Bryn Mawr College Book

Store, Bryn Mawr, Pennsylvania.

James W. Patton, professor of history and director of the Southern Historical Collection, Wilson Library, University of North Carolina, has been invited to serve as a member of the Advisory Council, as provided by congressional legislation, for the Civil War Centennial Commission.

Jerrold Orne, librarian of the Wilson Library, University of North Carolina, has received a citation from the Alabama Library Association "in recognition of and appreciation for his interest in libraries and librarianship, his outstanding leadership in library organizations, his accomplishments as instructor, author, editor, scholar, fellow and consultant in the library profession, and for his untiring efforts in behalf of . . . the Alabama Library Association."

Charlesanna Fox, librarian of the Randolph Public Library, Asheboro, North Carolina, was elected president of the Southeastern Adult Education Association at the recent conference which was held in Richmond, Virginia.

Elizabeth Shepard has joined the staff of the Pack Memorial Public Library, Asheville, North Carolina, as head of the Sondley Reference Library.

Ruth D. Prichard became reference librarian of Southeastern Baptist Theological Seminary, Wake Forest, North Carolina, on December 1, 1957. Miss Prichard received the B.S. degree in Library Science from the University of North Carolina.

Mrs. Elizabeth J. Holder, now on the staff of the Woman's College Library, University of North Carolina, Greensboro, has been appointed librarian at Brevard College beginning August 1, 1958. She has been on the Woman's College Library staff since 1947.

Mary Robert Seawell, formerly

head order librarian, Woman's College Library, University of North Carolina, is now bibliographer and reference librarian in the same library.

Mrs. Mildred Lee Carr will begin work on August 1, 1958 as assistant circulation librarian, Woman's College Library, University of North Carolina, Greensboro.

The Administration of the Woman's College of the University of North Carolina, recently appointed librarian Charles M. Adams as archivist and Marjorie Hood, circulation head, as assistant archivist for the college archives.

Katherine McDiarmid, librarian of the Textile Library, North Carolina State College, Raleigh, went to Lima, Peru at the end of May under the auspices of the International Cooperation Administration. Miss McDiarmid organized a textile library at the Instituto Textile of the Universidad Nacional de Ingeniería of Peru, cataloging some 400 books there and training someone to carry on the work of the textile library at the Universidad Nacional. The Textile School of North Carolina State College has co-operated for the past three years with the Universidad Nacional and during that time twelve members of the staff of the Textile School have gone to Peru to assist in the work there. The Textile Library at North Carolina State College will continue to co-operate with the textile library established in Lima.

Mary Frances Kennon, assistant state school library adviser, North Carolina State Department of Public Instruction, has been appointed SELA's representative to the Joint Committee on Librarianship as a Career, and has been elected treasurer of the Committee.

Willia S. McKinney will report September 1, 1958, as head of cata-

logging at the Lawson McGhee Library, Knoxville, Tennessee. Miss McKinney, formerly a member of Lawson McGhee staff prior to attending Simmons College Library School, has been with the New Hampshire State Library in recent years as a member of the reference and circulation departments.

Helen Harris will retire as director of the Public Library in Knoxville, Tennessee on September 30. Miss Harris has been associated with the library since 1930, and has been chief librarian since 1934.

Emmett B. McGeever will go from the John Crerar Library to the University of Tennessee Library on August 1 to become science librarian. Mrs. Ida Robertson Miles, formerly science librarian, is now living in Kinston, North Carolina, where her husband accepted a position after completing the requirements for the doctorate in March.

Elizabeth Stevenson, former staff member of the Atlanta Public Library, and author of *The Crooked Corridor*, a study of Henry James (1949) and *Henry Adams, a Biography* (1955) which brought her the recognition of being selected Atlanta's Woman of the Year in Arts (1955), is one of three recipients of Guggenheim Fellowships for 1958. Miss Stevenson will study the life and works of Lafcadio Hearn.

Agnes Piene, Trondheim, Norway, has been a member of the University of Georgia Library staff since January 1. She will return to Norway in August to enroll in the Library School at the University of Oslo.

W. S. Hoole, director of libraries at the University of Alabama, was awarded the second Annual Literary Award of the Alabama Library Association at the meeting of the Association last spring. Dr. Hoole re-

ceived this award not so much because of his latest book, but for his entire contribution to the fields of American letters and librarianship. The citation pointed out that he is the author of six books, co-author of five titles, and has either edited or been a contributing editor to three volumes . . . that he has been or is the editor of four serial publications, including the *Alabama Review* and the *Confederate Centennial Studies*, and has had approximately one hundred articles published in the best journals of the country.

Margaret Weaver, cataloger at the Furman University Library has been appointed chairman of the National Young Adult Summer Conference, Southern Region, Young Women's Christian Association.

Ruth Warneke, director of the American Library Association Library Community Project, visited the South Carolina State Library Board April 23-25. While in South Carolina, Miss Warneke held conferences with the staff of the State Library Board and visited some libraries in the State to see at first hand the problems involved in developing library-centered adult education programs in South Carolina.

Jack Dalton, formerly librarian of the University of Virginia, has been appointed dean of the Columbia University School of Library Science, effective in the summer of 1959. He will remain as head of the ALA International Relations Office until he goes to Columbia.

William R. Pullen, assistant librarian for technical processes, University of North Carolina Library, has been appointed librarian of the Georgia State College of Business Administration, Atlanta.

Mrs. Ethel Abernathy Rose joined the University of Georgia Libraries staff as first assistant catalog libra-



rian on July 1. Mrs. Rose is a graduate of Duke University and the University of North Carolina Library School. She was on the staff of Duke University Library for a number of years and went to Georgia from Peace College, Raleigh, North Carolina, where she had been librarian since 1955. Mrs. Rose replaced Laura Fleming. Miss Fleming and John D. Pitzer, another member of the University of Georgia Libraries' Cataloging Division staff, were married on June 11.

Ihor Levitsky, catalog librarian at the University of Georgia since 1956 has resigned effective August 31, 1958. At that time he will join the Modern Foreign Languages Department faculty of the same institution as assistant professor of German and Russian.

J. B. Howell became circulation librarian in the University of Georgia Libraries on July 1. Mr. Howell is a graduate of Furman University, the Division of Librarianship at Emory, and the University of Illinois Library School. He went to Georgia from the Clemson College Library where he had been assistant librarian in charge of humanities and social sciences since September, 1955. His previous experience included positions in the libraries at Emory, Furman, Illinois, and Virginia Polytechnic Institute. Mr. Howell replaced Elizabeth LaBoone who has transferred to the position of newspaper and film librarian.

Florrie B. Jackson who has been librarian of Berry College, Mount Berry, Georgia, since August, 1954, has joined the staff of the University of Georgia Libraries as first assistant in the Circulation Division. Miss Jackson holds degrees from the Georgia State College for Women and the Library School at George Peabody College.

Josephine Frazier who is now a student at the Florida State University Library School has accepted a cataloging position in the University of Georgia Libraries, effective September 1.

#### THIS AND THAT

One of the second annual Grolier Scholarships in School Librarianship has been awarded to the Department of Library Service, College of Education, University of Tennessee. The scholarships of \$1,000 each are awarded every year for the professional education of school librarians—one to a graduate library school, the other to a school of education offering an undergraduate program. The Grolier Scholarship Award Committee of the American Association of School Librarians makes the selections for the awards. Selection of students to receive the scholarships is left to the discretion of the schools.

A 58-page Cumulative Index to the *Alabama Review*, 1948-1957 has been compiled by the College, University, and Special Libraries Division of the Alabama Library Association. Copies may be obtained from the Alabama College Library, Montevallo, at a cost of one dollar each.

The I. E. Rouse Library at William Carey College in Hattiesburg, Mississippi, was dedicated on February 8.

Millsaps College Library, Jackson, Mississippi, has received its second grant from the United States Steel Foundation for the purchase of reference books.

Epsilon Chapter of Beta Phi Mu, international library science honorary society, was installed on May 3, at the School of Library Science, University of North Carolina, Chapel Hill, by Robert B. Downs, librarian of the University of Illinois. After



the installation, forty-six members were initiated, and the service was followed by an informal luncheon at the Carolina Inn.

Activities in the field of recruitment have been prominent in North Carolina. On March 7, Mrs. Grace T. Stevenson, deputy executive secretary of the American Library Association, and president of the Adult Education Association, talked informally to interested students and faculty at the Woman's College, University of North Carolina, Greensboro, on opportunities in librarianship. On March 27 in the Library Assembly Room, Wilson Library, University of North Carolina, a panel discussion on librarianship as a career was presented. Senior students at the University and anyone else interested were invited to attend. A group of students from Woman's College in Greensboro, accompanied by librarian Charles M. Adams was also present. Members of the panel included Jerrold Orne, speaking on university and college library opportunities; Myrl Ebert, speaking on special library opportunities; Margaret Kalp, representing the fields of school and public library work, and Robert A. Miller, explaining education for librarianship. I. T. Littleton of the Wilson Library staff served as moderator. On May 10 and 11 the American Library Association sponsored a Recruitment Conference in Raleigh. The Reference Books Section of the American Textbook Publishers Institute gave a grant to support a recruitment conference in one state and to provide financial assistance in carrying out a pilot project within that state. North Carolina was selected as the state, and the objective of the Conference was to plan towards the development of a statewide library recruitment program within North Carolina that can also

be applied to other states and to the country as a whole. Participants included North Carolinians prominent in areas such as business, education, communications, civic affairs, and librarianship, as well as others from outside the state.

The North Carolina High School Library Association published in January the first issue of a magazine for distribution to all members of this organization for library assistants in high school libraries. Edited by Bill Roe of the Chapel Hill High School the sixteen-page issue contained biographies of state officers of the Association, messages from the editors and from the president of the Association, news from district associations, reports of Association projects, and a feature article on careers in librarianship. The second issue followed the state convention of the Association in April.

As an outgrowth of the special collection of Randall Jarrell manuscripts presented the Woman's College Library, University of North Carolina, Greensboro, Charles M. Adams, the librarian, has compiled a bibliography of Jarrell's works, published by the University of North Carolina Press, Chapel Hill. The Library of Woman's College has recently acquired the Ludovici Collection of Books on Women. The collection consists of 822 works in 900 volumes, covering every aspect of feminism, past and present, in civilized and primitive communities. It contains 17th, 18th, 19th, and 20th century books chiefly in English, contemporary publications on social and political questions, rare pamphlets, and standard works. Wellesley College has discontinued graduate work in physical education for women and has sold to the Library of the Woman's College the Amy Morris Homans Collection in Physical Edu-

cation. The Homans Collection had its origin at the Boston Normal School of Gymnastics, which was founded in 1889. The collection comprises books from the Boston Normal School of Gymnastics library as well as books of historical significance purchased through the Eustis Fund at Wellesley College, after the Boston School became the Department of Hygiene and Physical Education at the College in 1909. The oldest book in this collection is *De Arte Gymnastica* written in Latin in 1587 by Mercurialis.

The Southeastern Baptist Theological Seminary, Wake Forest, North Carolina, dedicated its new three-story, air-conditioned library building on April 8. The building provides space for 13,000 volumes and will seat more than 300 students.

A successful one-day storytelling workshop was held at Lawson McGhee Library in Knoxville on April 30. Mrs. Eulalie Steinmetz Ross, director of work with children in the Cincinnati Public Library, conducted the workshop, in which 125 teachers, recreation workers, librarians, and parents were enrolled.

The Business Information Service of the Nashville Public Library is now setting up a branch in the new Chamber of Commerce Building in the heart of the business district. The branch, which has been assigned a beautiful room on the first floor, is expected to attract many new library patrons.

The Memphis Public Library System is ready to construct three new buildings inside the city limits and a fourth at Whitehaven. A new two-story library will be built at Front and Monroe Streets, replacing the front section of the Cossitt Library. Plans are being designed by the architects for an addition to the Highland Branch Library and a new

library in North Memphis for Negroes will be built as soon as a site can be found. On March 16 ground was broken for the library building at Whitehaven for which half the cost will be paid by the Memphis Public Library and half by the Whitehaven Public Library, Inc. Since 1953 the people of Whitehaven have held fairs, fund campaigns—even sold fertilizer on a street corner—to raise their share of the money. When the building is complete the Memphis Public Library will operate the library.

The University of Kentucky library has added many interesting gifts during the past several months. Among them are: 1) A portrait of Governor John White Stevenson, painted around 1870 by an unknown artist, along with volumes of Stevenson's diary and six of his letter books were donated by Mrs. John Winston of Millbrook, New York. 2) Mrs. Cora Wilson Stewart, originator of the "Moonlight Schools" for the education of adults in the rural and mountain regions of Kentucky, has deposited her papers. Mrs. Stewart began her work in her native Rowan County in 1911. From 1914 to 1920 she was chairman of the Kentucky Illiteracy Commission, from 1918 to 1925 chairman of the Illiteracy Commission of the National Education Association. She is the author of a book describing her work, *Moonlight Schools*, and of a series of readers for adult illiterates. She now lives in Pine Bluff, Arkansas. 3) Robert Penn Warren deposited the longhand manuscript of his acceptance speech for the National Book Award in Poetry for 1958 in the University of Kentucky Library. At the same time he presented the Library with the following other unpublished acceptance speeches for National Book Awards: Richard Wilbur (1957); John O'Hara (1956); W. H. Auden

(1956); Wallace Stevens (1955); Conrad Aiken (1954); Archibald MacLeish (1953); Ralph Ellison (1953); and Marianne Moore (1952).

Another item of interest about the University of Kentucky is that it became the nineteenth member of the Midwest Interlibrary Center on May 2, 1958.

As a part of the state-wide program of the American Library Association's Library-Community project in Tennessee, Mrs. Helen Kittrell and Mrs. Jim McCloud conducted an Institute on Community Study in which librarians, board members, and representative citizens in Benton and Humphreys Counties participated. Mrs. Kittrell who is regional librarian of the Clinch-Powell Region, Clinton, Tennessee, and Mrs. McCloud, her assistant, have also directed Institutes on the Value of Reading for Reading Chairmen of the Home Demonstrations Clubs in Benton, Blount, Haywood, and Humphreys Counties.

The Richland County Library, Columbia, South Carolina, has purchased a large air-conditioned Gerstenslager bookmobile with both inside and outside shelving.

The Colleton County Library and the Tea and Topics Literary Club, Walterboro, South Carolina, sponsored a program planning institute in the library on the night of April 15th. The Institute was attended by approximately fifty people, including a number from neighboring counties. A booklet of program materials compiled by the sponsoring organizations listed pamphlets and program suggestions on display in the exhibits.

The South Carolina Library Association sponsored a library responsibility bill which was passed by the General Assembly and ratified on April 16th. The legislation makes the borrower legally responsible for the

return of books and other materials and makes it illegal and establishes penalties for the malicious mutilation or destruction of books and materials. The act is applicable to county, municipal, school, college or other institutional libraries or galleries, museums, collections or exhibitions.

David Knox McCamy, a native of Dalton, Georgia, a graduate of the University of Georgia in the class of 1914, and long a resident of Birmingham, Alabama, died last September. He left equal shares of his estate, after other bequests had been satisfied, as endowments to the University of Georgia Libraries and the Birmingham Public Library. The executors of the estate have estimated that each of the shares will amount to approximately \$103,000.

The Anvil Press of Lexington, Kentucky, noted widely for its hand-printed books, has issued a nicely designed prospectus of its publications. Lawrence Thompson, director of libraries, University of Kentucky, wrote the introduction.

The Fuller E. Callaway Foundation has made the LaGrange College Library a grant of \$17,500. The funds will be used to purchase basic books in a number of subject fields.

Three additions have been made recently to the South Carolina State Library Board's Personnel Program. Mary Aiken is on the staff of the Pickens County Library, Easley; Sara Catherine Wilkinson is with the Greenwood City and County Library, Greenwood; and Shirley Chastain is with the Oconee County Library, Walhalla. Miss Aiken is studying library science this summer at Florida State University; Miss Wilkinson is attending Louisiana State University Library School, and Miss Chastain is going to Emory. Two former members of the Personnel Program attended library school during the past

academic year. T. K. McDonald, Jr., formerly of the staff of the Greenville Public Library, studied at Peabody, and Charles Jennings, who was with the Richland County Library, went to Louisiana State University where he was awarded a \$1500 scholarship.

The officers of the Tennessee Library Association for 1958-59 are: president, Martha L. Ellison, Lawson McGhee Library, Knoxville; vice-president and president-elect, Ruth Ringo, University of Tennessee Library, Knoxville; secretary, Ada McCaa, Peabody Demonstration School, Nashville; and treasurer, Johnnie Givens, Austin Peay State College Library, Clarksville.

The University of Kentucky Library has been visited by the following foreign librarians during the past several months: Birgitta Moström, in charge of photographic services, University of Uppsala Library; Magnus Mörner, librarian and director, Ibero-Amerikanska Institut och Bibliotek, Stockholm; and Björn Tell, librarian, Handelshögskolan, Stockholm.

"Change and Challenge" was the theme of the Alabama Library Association's 54th annual meeting held in Birmingham, April 10-12. C. D. Leatherman, Army Guided Missile School; Jessamyn West, author; and Emerson Greenaway, director, Free Library of Philadelphia, were among prominent scientists, educators, and librarians addressing the conference. Responsibilities of librarians in the age of science were emphasized during the general session and sectional meetings.

The first general session had as its subject "Where is Science Taking Us?" Joseph F. Volker, University of Alabama School of Dentistry, spoke of new concepts in science and urged librarians to keep alive the idea that

"a library is not a shrine . . . but a delivery room for the birth of ideas." Dr. Leatherman described research facilities at Redstone Arsenal. Speakers at the second general session pointed their remarks to the query "Is Education the Ultimate Weapon?" Mrs. Lura C. Currier, director, Mississippi Library Commission, brought together some of the ideas presented by other speakers at the various sessions. She stated that libraries must be sure that they do not end up with nothing but science. Other responsibilities she pointed out were that librarians must examine themselves to see if they are standing in the way of progress by not letting smaller libraries become parts of larger service areas, and librarians should ask themselves "Are we big enough for the job that is ours in this age of science?"

Agnes Reagan, Emory University Division of Librarianship, addressed the College, University and Special Libraries Division on some factors affecting recruitment of college and university students to the library profession. Library publicity was the subject of a buzz session of the Public Library Division and Mr. Greenaway, speaking at the Friends of the Library Luncheon, contrasted knowledge of 1932 with that of today and ventured to submit some ideas and plans for 1982.

"The Buckskin Scientist," being some stories about the scientists, architects and medical men of the Appalachian frontier, was presented by William O. Steele, author, to the school librarians luncheon. Jessamyn West, author of *The Friendly Persuasion*, spoke at the annual banquet telling what the public thinks it wants in a novel and read some letters she had received from her readers to illustrate her points.

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